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THE MICHIGAN PROGRAM FOR THE EDUCATION OF EMOTIONALLY DISTURBED CHILDREN.

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TO ASSIST SCHOOL SYSTEMS IN SETTING UP CLASSES FOR THE EMOTIONALLY HANDICAPPED, THE LEGAL BASIS FOR MICHIGAN STATE-APPROVED PROGRAMS IS IDENTIFIED, STATE RULES AND REGULATIONS ARE REVIEWED, AND RELATIONSHIPS TO OTHER SCHOOL AND COMMUNITY SERVICES ARE INDICATED. INCLUDED ARE PROGRAMS AND THEIR GOALS, AND ADMINISTRATIVE DEFINITIONS AND PROCEDURES. DETAILED DESCRIPTIONS OF SUCH CLASSES, STEPS TO PROGRAM APPROVAL, AND SUPERVISION REQUIREMENTS ARE GIVEN. RELEVANT STATE STATUTES ARE CITED. SIXTEEN REFERENCES ARE INCLUDED IN THE BIBLIOGRAPHY. (JW)

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Bulletin No. 365

EC 000 003

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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F O R E W O R D

"Our society is concerned with the dignity of the individual and is committed to making available opportunities which will permit each person to realize his fullest potential."[1]

The public schools have been identified as the proper agency for implementing this philosophy. Since children are required by law to attend school, parents have the right to expect appropriate experiences and opportunities for them. Michigan takes pride in the special programs it has developed for children with a wide range of individual differences, including physical or mental handicaps, or speech difficulties.

However, adequate provisions have yet to be made for children with some types of learning problems, specifically, the emotionally disturbed child. Recognizing this, the Legislature in 1960 passed enabling legislation to permit school systems to establish special educational programs for the emotionally disturbed.[2]

This bulletin has been prepared to help and to aid school systems in setting up quality programs in this area. It is not intended to answer all of the questions or problems that might come up during the process of establishing a program for emotionally disturbed children. It does identify the legal basis for state-approved programs for the emotionally disturbed, reviews the rules and regulations, and indicates relationships to other school and community services. We invite specific questions that you might have and staff members of the Department of Education are available for consultative services. Please let us know how we can help.

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1 A Statement of Basic Philosophy Regarding Public Education in Michigan, Bulletin No. 364, 1960, Department of Public Instruction, page 1.

2 By authority of Section 775a, Act 269, P.A., 1955, as added by Act 154, P.A. 1960 [CL 1948: 340.775a]

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I. BACKGROUND

Emotional handicap covers a range of problems for which a variety of services is required, including public school and community agency programs as well as state services. This new program is part of a continum of hospital, clinic, and school services.

The school is a major source for early identification of pupils who are not making satisfactory social or emotional adjustment.

Michigan was one of the first states to recognize the need to dev op a preventive program. This is the Visiting Teacher Service which was esta lished in 1944 for early identification and referral of pupils having difficulty in personal social adjustment in school and/or home. It offers assistance to the hild, the teacher, school staff and parents. About 2% of the school membership are appropriate referrals to the preventive type service provided by visiting teachers.

An analysis of referrals shows that many children with severe emotional problems need more help than the school can provide through the visiting teacher program. Some need assistance from child guidance clinics, family service agencies, private psychiatric care; others need a program in a residential treatment center. Most of these children are enrolled in the public school program where they present problems in learning for which teachers must provide special adaptations. Teachers may have neither the time nor the special training required for this task. Moreover, they must maintain an effective learning environment in which the total group may achieve. Emotionally handicapped pupils who are not given appropriate help when identified fall further and further behind in their school work. They may lose their incentive to learn and leave school as soon as they have an opportunity.

The school has attempted to deal with pupils having varied degrees of maladjustment in several ways: (1) manipulation of the school environment, (2) provision of special services, (3) referral to appropriate community agencies for diagnosis and treatment, (4) referral to private psychiatric care, (5) referral to a residential treatment center.

In the late '50's many of the problems referred to the Visiting Teacher Program appeared to be of serious nature, possibly requiring extensive treatment for which a school should not take responsibility. Waiting lists at the child guidance clinics grew longer and the number of serious cases needing residential treatment increased. There seemed to be a general need for more and different kinds of service. The Visiting Teacher Program worked with community and state agencies for referral, diagnosis and treatment of the more seriously disturbed pupils. Visiting Teachers developed skills for assisting other school personnel in understanding and modifying individual programs. Some adaptations might be part-time attendance, setting immediate goals to be achieved, change in grouping, and, in extreme cases, exclusion for a limited time with definite objectives to be reached before the child is returned to school.

There still remained a group of children who need specialized adjustment and classroom management beyond the scope of services provided by the Visiting Teacher or community agency. A demand on several fronts has created the

necessity for educators to determine the function of the school in serving these emotionally disturbed pupils. Parents expect a public school program. Teachers insist these pupils cannot be appropriately educated in a regular group. Clinics and residential treatment centers have been able to take responsibility for only a small percentage of those needing specialized programming. The majority remain in the regular school program. The school is held responsible for new programs which will provide appropriate learning experiences for those pupils who can safely be members of a school group.

Studies of incidence in school reports show from 2 to 12% of the school population have emotional handicaps which prevent them from making a satisfactory social adjustment. These pupils show undue anxiety, fear, restlessnes, daydreaming or over-aggressiveness and frequently achieve academically below their potential. Results of California studies[1] show between 5% and 10% of pupils are handicapped by behavior or learning problems caused by emotional disturbance. California also found that the behavior of 5.4% of pupils in grades 4, 5 and 6 is of a nature that makes it difficult for teachers to secure from these pupils the kind of classroom behavior that is required. The study also found the smallest percentage of emotionally handicapped children in the early primary grades and in the upper grades of high school. This seems to confirm the belief that a reciprocal relationship exists between educational success and healthy emotional growth.

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[1]The Education of Emotionally Handicapped Children, California State Department of Education, March, 1961, pp. 3, 4, and 5.

II. GOAL OF THE PROGRAM

In 1960 Act 269 of the Public Acts of 1955, as amended, being Section 340.1 to 340.984 of the Compiled Laws of 1948, was amended to add a new Section 775a:

> "The board of education of any school district may establish and maintain educational programs and provide specialized services for resident or non-resident pupils, who, by reason of being emotionally disturbed, cannot profitably or safely be educated by the usual methods or means of instruction in the public schools. No pupil shall be enrolled in such programs except upon a certified diagnosis of emotional disturbance by competent and appropriate professional authorities acceptable to and according to standards set up by the superintendent of public instruction."

This program is concerned with adaptations in the school program for emotionally handicapped pupils who present major learning problems. This implies a group situation which maintains the best possible learning conditions for the emotionally handicapped pupil and provides the type of instruction suited to each pupil's educational development within his potential for achievement.

When the emotionally handicapped pupils are identified and diagnosed, the administrative and instructional staff must plan an educational program which will meet the needs of the pupil. A variety of approaches within the program may be required to meet the needs of those identified for this educational program at any given time for referral. Within the special program, the pupil should have contact with his peers in all situations possible. His regular life goals for satisfying personal social participation in his family, community and vocational adjustment should be a major consideration in planning his educational program. If the grouping is carefully arranged and an educational program is properly planned, not only educational achievement may result, but also parallel improvement in social and emotional adjustment may occur.

The same help will not serve all such pupils because the emotional handicaps will range from those that are minor to those that are severe, with a variety of learning disabilities. In instances the handicap is so severe the school cannot provide an appropriate program. In other instances the pupil's handicap is of such long duration that it will be difficult to help him. The earlier special help is initiated, the greater the benefit.

Any special school program should be planned to assist the emotionally handicapped pupil to return to the regular program as soon as possible. If he is unable to return within a reasonable time, a re-evaluation should be made of the appropriateness of the school's responsibility at that time. It must be understood that the school's role is educational.

III. ADMINISTRATIVE DEFINITIONS AND PROCEDURES

A. Minimum school services required for approval of a local school program for emotionally disturbed.

Rule 1. "A school system shall be eligible to establish an educational program or programs for the emotionally disturbed if:

a. visiting teacher services are available on a regular, continuous basis,

b. psychological services are provided on a regular, continuous basis by a person qualified at a level equivalent to the Certified Psychologist or Certified Consulting Psychologist in the appropriate area of training, and/or

c. a qualified Psychiatric Consultant Service is available to the program(s)."[1]

A school system, to be considered eligible for approval under this Act, shall provide certain types of special services. Psychological and Visiting Teacher services available regularly to the total school program are necessary to insure the maintenance of preventive mental health programs and to provide for diagnostic and consultant services to the special program.

1. Visiting Teacher Services:

a. The Visiting Teacher will contribute to this special program:
   1) as part of the pre-screening procedure and
   2) as a member of the educational planning committee, and
   3) when indicated, through continued child-oriented case-work services with the family while the child is enrolled in the special program, and/or
   4) when indicated, through casework services for individual children who are members of the special program; and
   5) as a mental health consultant to the special program personnel.

2. Consultant Service to the Program

a. Psychiatric and Psychological Consultant Services

1) Consultant services on a regular basis to the school system should be provided by either a qualified psychologist or a qualified psychiatrist. Such an individual should be available to the teacher for consultation regarding individual children, and for staff conferences with personnel of the special program.

2) Such services should include:

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[1]This rule and those that follow in this section are quoted from the Rules and Regulations for the Education of Emotionally Disturbed as published November 14, 1960.

a) Consultation with the local educational placement committee at times of referral and/or review of progress to implement decision-making with regard to the need for further screening by a local psychiatric facility in the case of referral, or to evaluate the benefit of the special program procedure for the child; e.g. should the child be returned to the regular classroom or continue with the special program?

b) Continuous consultation for the special education teacher and staff to increase knowledge about the child and to assist in planning appropriate management techniques consistent with the understood goals for the child. This may be carried out through either an individual or group conference with the special education teacher, the Visiting Teacher, the school psychologist or school psychiatrist and the school principal and others who are providing service in the special program. At least monthly consultation with each classroom teacher would be most desirable.

b. Curriculum Consultant to the Program

Regular consultant help with the instructional program, instructional materials, relationships with the regular program, and continuous evaluation should be available. It is believed such service can be offered by the persons responsible for the regular instructional program and/or the person responsible for the special education program. Other school persons with orientation to a specific problem area should also be involved.

B. Size of School District

While it is estimated that a minimum school census of about 10,000 will be necessary to operate this program, some smaller districts may find the need for this program and that they can provide the necessary services. In some instances districts appropriately located may plan to operate a jointly sponsored program, with one district administering the program in agreement with the cooperating districts.

C. Definition: Emotionally Disturbed Pupils

The term "emotionally disturbed" is a broad descriptive term which describes persons whose handicap covers a wide range of difficulty. Because this is true, the pupils eligible will be determined through the diagnostic study described in another section. The Rules and Regulations state the types of pupils for this program.

A pupil shall be considered eligible for such programs if:

Rule 2 - a.

"he is emotionally disturbed and not profiting from his educational experience and/or he is disturbing to his group because of his emotional problem"

1. A pupil will be considered as "not profiting from his educational experience" when he is:

a) under-achieving by virtue of not working up to his mental capacity, or
b) when there is definite evidence of educational retardation in comparison to mental age expectations.

2. The child will be considered "disturbing to his group" when he is:
   a) taking an inordinate portion of the teacher's time and/or
   b) distracting or disturbing to the group to the extent that he interferes with the progress of the educational program.

Rule 2 - b.

"he is emotionally disturbed and it is determined by clinical evaluation that he is also brain-damaged."

Pupils who are diagnosed emotionally disturbed and brain-damaged will be considered eligible for this program. Several types of educational planning may be necessary:

1. He may be served in the group who are emotionally disturbed but not brain-damaged.

2. A special grouping may need to be planned to serve these pupils with double handicap.

3. An individual consultant program may be needed with unique adaptations made in his educational program.

4. No progress may be possible in the school program because his organic disturbance is so severe.

Such recommendations will be made by the educational planning committee on the basis of the diagnostic study.

Rule 2 - c.

"Pupils who will not usually be included are those whose problem is primarily:

1. mental retardation

2. severe physical handicap

3. a temporary emotional disturbed state due to some external crisis situation

4. inability to adjust to any school program

5. a condition which requires residential hospital treatment or another type of service."

Awareness or identification of emotional disturbance among those individuals having other handicaps is generally resolved by effectuating a plan for the primary disability and assuming a causal relationship to the emotional disturbance. If the primary handicap is mental retardation or physical

disability, the procedure will usually be to refer these cases to established and ongoing programs designed to meet their specific needs. For those children who are exhibiting poor school adjustment as a result of sociological and cultural factors the educational planning committee will have to be more resourceful. Frequently, referral to the Visiting Teacher will be indicated, but the committee should never overlook the often untapped therapeutic potential available within its regular staff. The effectiveness of program adjustment and/or personal counseling by some accepted staff member (not authority figure) is not to be underestimated. Pupils who have been discharged from a residential hospital facility with recommendation for special local school planning may be considered by the educational planning committee.

There may also be some pupils diagnosed as eligible for whom an appropriate service is not available in the school's emotionally disturbed program. If he does not fit the age range, or the specific grouping for which programs are available or his problem is uniquely different from the group and he could not benefit from placement, he should not be placed in the group. It is the responsibility of the Educational Planning Committee to make recommendations for alternate placement until a special class or consultant teacher program might be available.

Early identification is essential if the school program is to provide maximum help. The later the identification, the greater the handicap, and the less likely that the school will be able to provide appropriate programs.

In the early phases of a local program, teachers and principals may need assistance in knowing who is an appropriate referral. Careful interpretation of the type of child who is eligible must be planned. Schools may with to sur ey the school membership through group screening devices to determine those who are potential referrals. In the California Study,[1] psychologists found in 169 boys and 56 girls at the elementary level identified through group screening as potential, emotional problems, the following distribution of problems:

Type of Problem	Boys	Girls
1. poor inter-personal relation, bizarre, eccentric	14%	7%
2. shy, inhibited, timid, fearful	26	36
3. generally aggressive	25	16
4. delinquent	5	2
5. organic	4	0
6. other (mentally handicapped, minor emotional problems, others)	26	39

D. Certification of Emotionally Disturbed (Diagnostic Study)

Rule 3. "Certification of emotional disturbance shall be made on the basis of an adequate diagnostic study. An adequate diagnostic study shall include both psychiatric and psychological evaluation."

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[1] The Education of Emotionally Handicapped Children - California State Department of Education, March 1961, p. 23

1. Referral procedure (request for diagnostic study)

   a. Sources of referral

      1) Written referrals by teachers, approved by the building principal, should be made on the appropriate form, provided by the local school program.

      2) Pupils may also be referred by other school personnel in cooperation with the pupil's teachers: the Visiting Teacher, school psychologist, school nurse, coordinators.

      3) In some cases, community agencies may initiate, through the classroom teacher, referral to the program.

      4) In some cases the pupils personnel or attendance office may refer children not enrolled in school who may be eligible.

   b. The appropriateness of the referral for diagnostic study and screening for the special school program should be made by a designated person: the school psychologist connected with the program, the Visiting Teacher, or coordinator of the program. In some cases a direct referral to a community agency may be recommended without a school diagnostic study.

2. Pre-diagnostic Screening of Referrals

   Under-achieving pupils with emotional and learning problems are frequently known to community agencies. A pre-diagnostic study screening may include:

   a. Review and evaluation of the pupil's school difficulties

      1) The cumulative record folder should be carefully studied.

         a) Summary of teacher and principal reports and anecdotal records

         b) Identification of the development of individual behavior patterns and learning problems

      2) Obtain information from previous schools attended.

      3) Study the psychological reports for clues as to the nature of the learning problem and emotional difficulties.

   b. Summarize the family background and attitudes toward the problem.

   c. Obtain out-of-school information as to medical and social agency contacts.

   This summary and recommendations for the disposition of the referral should be made a part of the pupil's referral record which is then assigned for the appropriate diagnostic study.

3. Diagnostic Study

a. A diagnostic study shall include both psychological and psychiatric evaluation by approved personnel.

b. The diagnostic study should include:

1) Statement of the presence or absence of emotional disturbance in the child and the type of this disturbance.

2) The severity of the disturbance should be described, including:

a) a description of the emotional maturity level of the child, and

b) the effect of the described problem on the individual's functioning such as its effects on learning, capacity to follow routines, capacity for interaction with others, capacity for perceiving reality, etc.

3) The causes of the problem should be described and their relative contributions to the problem:

a) Those factors in the child's past history that have influenced his development, e.g., early deprivation, illnesses, separation from mother, economic factors, etc.

b) Current stress factors in the environment that reinforce the maladjusted behavior, e.g., attitudes of the parents, marital conflict, adverse socio-economic conditions, family living patterns, teacher attitudes, etc.

c) Limitations within the child to cope adequately with his environment, e.g., mental ability, neurological maturity or disturbance, physical abnormalities or conditions, etc.

c. In addition, it would be desirable to have the diagnostic study provide:

1) An analysis of the child's strengths that could be used as positive factors in the educational program, including such information as special capabilities for learning, special skills and abilities and positive methods of adaptation which may be used by the school for program planning.

2) An analysis of those positive factors in the environment, either in the family or in the school, which could be used as an aid in the educational approach.

3) Recommendations for alleviation of the problem should be made by the diagnostic study, including suggestions, when indicated, for other additional special services to the emotionally disturbed program The recommendations may not always be for a special education program but should indicate other needed services, e.g., individual psychotherapy, change of classroom,

Visiting Teacher services, speech therapy, remedial reading, primary Visiting Teacher work with the family, other special educational placement, or any combination of these or other procedure .

E. The Educational Planning Committee (Screening Committee)

Rule 7. "A local school's screening committee, composed of appropriate school personnel designated by the superintendent of the school system, shall make recommendations for educational placement."

1. The function of this committee should be:

   a. To review each case referred after the diagnostic study has been completed and recommend an educational plan suited to the pupil's needs, within the provisions of the school program, to the designated school agent for such placement.

   b. To periodically review all pupils placed in the program for evaluation of progress and appropriateness of the educational plan.

   c. To review a case specifically referred because of a special consideration for change in the educational plan.

   d. To recommend referrals for other diagnostic or placement services.

2. Organization of the committee

   a. The superintendent of the local school system or his designated agent shall appoint an educational planning committee to include usually:

      1) a representative of the Visiting Teacher Program

      2) school psychologist or the psychological consultant for the school program

      3) the consulting psychiatrist

      4) a representative of the school nurse service

      5) director of pupil personnel (if he is administratively responsible for special services) and the director of special education

      6) director of curriculum

      7) teacher of emotionally di turbed and/or principal of his building

      8) teacher consultant for the emotionally disturbed

      9) others appropriately related to the program. The referring teacher and principal will attend when their referral is reviewed.

b. It would seem appropriate that a chairman be designated to prepare an agenda and call meetings on a regular basis and/or when cases are ready for screening. It is recommended that the committee meet in the building during the day that referrals are being considered.

c. To expedite the procedures for effective committee operation a secretary might prove necessary. It would be his responsibility to schedule and post meetings, keep records, take and distribute minutes, alert involved personnel in advance relative to agenda, and inform the school person responsible for placements of any action taken.

d. Members of the Educational Planning Committee have responsibilities for:

1) report of school problem and family background - sending principal
2) report of classroom problem - sending teacher
3) report of Visiting Teacher study - Visiting Teacher
4) psychological assessment - school psychologist
5) psychiatric evaluation - psychiatrist
6) contacts in special situations - other school personnel
7) appropriateness for special program placement - receiving teacher and principal

3. Suggested criteria for considering referrals eligible for the program.

a. Present placement

1) Does his behavior adversely affect the progress of others in his regular classroom?

2) How will this pupil profit from a modification of his program or a definite placement?

3) In what respects does the diagnostic study indicate he is eligible?

4) What kinds of help does he need to improve his learning and achievement?

b. Alternate placement

1) Does he need a different educational placement or can he remain in the regular program with help?

2) Is his age and education problem compatible with those already in the special group?

3) Is his emotional problem compatible with the variety of types of emotional problems in the group?

4) Will his placement disturb adversely the balance between boys and girls in the group?

5) Will his parents accept such placement and cooperate with

recommended plans for auxiliary services for his emotional problems?

F. Procedures for Planning Appropriate Programs for Emotionally Disturbed

1. Screening of all pupils in the school membership to identify those who are potentially emotionally handicapped.

2. Referral of pupils for diagnostic study

3. Pre-Diagnostic Screening of Referrals.

4. Diagnostic assessment by a psychologist and psychiatrist and/or other appropriate studies.

5. Review by the Educational Planning Committee.

6. Placement in the appropriate educational plan:
   a. special class
   b. consultant teacher program to the regular class placement
   c. other

7. Continuous evaluation of the placement plan.

IV. THE EDUCATIONAL PROGRAM

The Rules and Regulations rightly provide for a variety and breadth of program planning which will meet the needs of this specific group of pupils. There will also necessarily be a variety of types of groupings within the three types of programs described. It may mean that, at the elementary level, it will be necessary to have more than one group in order to meet the needs of the certified pupils of the same age range. The balance of boys and girls and compatibility of types of learning difficulties with emotional and learning handicaps need to be carefully considered. Each group must be planned to meet certain educational goals. If an appropriate group is not available, suitable adjustments in the regular program should be made. It is strongly recommended that a local school program be initiated at the elementary level in the beginning of this service.

The close relationship of this special program to the regular school program should be carefully planned. Local schools should initiate the program and maintain it as a part of their overall approach to meeting individual learning needs of all pupils. The placement of these pupils should not be considered "special," but rather as a means for providing opportunity to improve their learning achievement. The local school will need to determine what the program will be named, how the programs will be described and how the pupils' needs will be interpreted. Decision on these matters will help determine how the program is accepted.

Although the term, "emotionally disturbed," is used in the Act to describe the pupils eligible for this program, it is suggested that the term, "emotionally handicapped," is more appropriate and descriptive. "Disturbed" is usually associated with acting-out behavior and many pupils with emotional problems are very quiet and withdrawn. Often "disturbed" refers to a crisis situation rather than a pattern of behavior.

"Handicap" implies a condition of some duration which reduces the pupil's ability to function normally and to make educational progress at a rate and to the extent that may be expected. It also allows comparison with children who are handicapped in other respects; physical and mental.

Unlike other handicaps, emotional handicaps are exhibited as total behavior that may be overly aggressive, inappropriate, overly withdrawn, completely lacking in emotion, or in some combination of these. The California study[1] suggests: "The emotionally handicapped child often has average or above average intellectual ability, but is inordinately unsuccessful in learning school subjects or social skills." It describes an emotionally handicapped child as one whose behavior, over a long period of time, shows that he has one or more of the following:

1. Inability to learn, cannot be solely explained by intellectual deficit, sensory or general health factors, or by social or ethnic differences.

2. Inability to work or play or make friends with children or adults.

3. Inability to act his age.

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[1] Ibid., page 14

4. Inability to "shake the blues" or to regard oneself as good, likeable, or worthy of attention or love.

5. Inability to deal with stressful situations in school without becoming ill, having physical symptoms, or developing speech difficulties.

Other studies may be summarized as describing such behavior and learning patterns as follows: forced responsiveness to stimuli, short attention span, visuo-motor or other perceptual difficulties, hyperactivity, disturbance in perception of relationships, speech difficulties, and withdrawn behavior. Specific learning problems may be described when associated with:

1. Language and/or auditory comprehension; failure to pay attention, refusal to follow directions, refusals to cooperate, resentful of authority person, apparent hearing loss, ability to read above level of comprehension.

2. Visual perceptual and/or visuo-motor problems; mirror reading, awkwardness, apparent visual problem, disorganized work habits, non-reader.

3. Hyperactive or perseverative behavior reaction pattern; discipline problem, needs specific limits, playground problem, doesn't finish work, appears inattentive.

A. Goals of the Program

The program should be planned to serve the educational goals appropriate to the pupil's learning problem. It should strive to:

1. provide a learning situation where pupils with emotional handicaps affecting their learning may benefit through:

   a. special class, full or part time, for the period needed.

   b. consultant teacher help for emotionally handicapped pupils in regular class.

   c. other experimental approaches.

2. provide the special program for the needed period with the goal of the pupil's return to the regular program.

3. have this program accepted as an integral part of the regular school program.

4. plan continuous interpretation to establish community understanding of the emotionally handicapped.

B. Types of Programs

Rule 6: "Any type of program organized under this act will serve the educational goals appropriate to the pupil's learning problem.

   a. Special classes shall have no more than 10 full-time pupils per teacher with an age range of not more than four years.

b. A consultant teacher program to emotionally disturbed pupils in the regular classrooms may be provided.

c. Experimental types of programs may be submitted for approval to the Superintendent of Public Instruction."

A school system may operate one or all of these types of programs to adequately meet the needs of the identified emotionally handicapped pupils.

1. Special class programs

a. Elementary

(1) Full-time class

Teacher - approved for teaching emotionally handicapped

Teacher resource - consultation with psychiatrist, psychologist, visiting teacher, building principal, curriculum consultant, others

Class grouping - not more than 10 certified pupils with an age range of no more than four years whose emotional problems are appropriate for an effective learning climate. This would suggest an early elementary program (ages 6-9) and a later elementary program (ages 10-12). When a class is established, eligible students should be introduced to the group on a gradual basis. All pupils assigned to the group may not be in attendance the first few weeks. The teacher should help determine how many pupils may be placed and when new pupils may be added.

The teacher should also be able to recommend study for other placements.

Class location - in an elementary school building centrally located in the area where the pupils generally attend school.

Educational provision - Content should be that of a basic instructional program which is appropriate for the pupils. Instruction is adapted to each pupil's needs and ability. Behavior problems are handled by the teacher, with the principal's help, and special service personnel is needed.

The special class goal is to set up any procedure which enhances the pupil's achievement in meeting his educational needs. This may mean a non-stimulating classroom, individually structured teaching materials and highly structured teaching methods to help with the pupil's learning problems and school adjustment. This classroom is an integral part of the elementary school in which it is located. Emphasis should be given to similarities rather than differences in the organization and functions. The teacher is a member of the building staff and responsible to the principal. The special services and other consultant services are available to this class in the same manner as to

regular classes. In some cases the pupil will be seen by the visiting teacher or the family may be providing a treatment program while the pupil is attending the special class.

(2) Part-time special class for specific learning problems.

Instruction - by a teacher approved for emotionally disturbed with special skills in teaching pupils with special learning problems.

Teacher help - same as full-time class.

Grouping - maximum of 8-10 with disability in a specific subject area, one or two hours daily, one to five days a week.

Educational program - The child's needs are met through emphasis on his difficulties in learning a specific subject area. The work should be related as closely as possible to the regular classroom activity and should take into account the manner in which he learns most effectively.

b. Secondary

(1) Special class for academic disabilities

Instruction - by a teacher qualified to do work in learning disabilities in subject areas; English, mathematics, social studies and approved for teaching emotionally disturbed.

Teacher help - same.

Grouping - 8-10 pupils specifically grouped for a certain subject area or for all areas for the time the student would be in his regular academic class. The student would be in regular classes for the other periods of the school day.

Educational program - life experience units involving skills in language, mathematics and social living. Problems of employment, community living and human relations will be stressed. Individual help, as well as group learning, should be provided. A work experience program may be a part of this plan.

(2) Group counseling and special activities group. This activity grouping is to help emotionally handicapped pupils make good personal and social adjustments in high school.

Group leader - a person trained in working with emotionally handicapped adolescents in groups who assists the certified teacher of the emotionally disturbed to emphasize this aspect of the program (counselor, psychologist, social worker, etc.).

Grouping - about 10 whose problems are not specifically learning achievement, but who have difficulties in peer relationships. Groups will meet for one-hour sessions two to three times per week.

Program - student-centered discussions concerning problems common to the group. The discussions are planned to help clarify school problems and peer relationships. The emphasis is on personal and social adjustment of each pupil.

2. Consultant Teacher Service

Pupils with a relatively moderate degree of emotional handicap who have severe learning problems may make an adequate school adjustment if extra help is given with the learning problems. These pupils must be certified for the emotionally disturbed program, but, in the opinion of the Educational Planning Committee, would be recommended for the consultant teacher service while they remain in the regular classroom.

The consultant teacher works in a team relationship with the classroom teacher. He must know the class activities and coordinate the special help in relation to the class projects. At no time does he take over for the classroom teacher but assists and supplements the teacher-pupil-group relationship.

The consultant teacher must be an approved teacher for the emotionally disturbed program. It is also recommended that he have two years of teaching experience.

<u>The Consultant Teacher works with</u>:

a. <u>The Regular Classroom Teacher</u>

The teacher and the consultant teacher cooperatively plan for the consultant's individual work with the emotionally handicapped child. The consultant teacher provides special materials at the pupil's level of achievement which he may use in the regular class projects. He assists the classroom teacher in planning for improved peer relationships and ways of encouraging participation in class projects. He coordinates with the teacher and special services in the sharing of information about the program or problems encountered in the educational program.

b. <u>The Certified Emotionally Handicapped Pupil</u>

The pupil's attitudes about his achievements are the point of the consultant teachers beginning work with him. A relationship of identification with a helping person needs to be established, first, through individual conference periods or in small groups of two or three pupils with similar problems. After the initial planning with the pupils and their teachers, the consultant teacher works with pupils in groups where the pupils have similar learning needs and whose emotional problems are compatible. Age differences of not more than three or four years may be included since the attitude to learning and new approaches to achievement are the primary purposes in the consultant-teacher giving help.

Only in exceptional cases would individual work be planned.

These group sessions may have differing purposes: subject area

skills, attitudes about achievement, feelings about social acceptance and others. Purposes generally included will be:

(1) helping the pupil accept his learning level and become willing to do something about it.

(2) helping him to gain confidence in attacking problems through giving him a background of facts and information and a basic approach to academic and social learning.

(3) helping him to participate in group activities in areas in which he can contribute.

(4) providing him with materials at his level of achievement which he may use in the regular class projects.

(5) helping him in his attitudes toward himself, his associates, and school personnel.

(6) assisting the child who returns to the regular class after a special program.

c. Parents of Emotionally Handicapped Pupils

Any effective school program involves the parents so that mutual goals, based on understanding, may be cooperatively shared and promoted. In some cases parents need to gain understanding of both the emotional problem and the lack of achievement in order to help the pupil to make progress.

The consultant teacher and the classroom teacher will need to have an agreed-upon plan for working with the parent. Basic interpretation of the problem and exploration of the consultant teacher. Contacts by the consultant teacher and the teacher should be shared. Joint conferences during school time may be profitably planned on a regular basis.

d. Special Curriculum Consultants to the Regular School Program

The consultant teacher is a regular member of the school staff and uses the total school and community resources in planning effectively for individual pupils and the program. He may involve the art and/or music teacher, and club leaders.

e. The Educational Planning Committee

The consultant teacher is a regular member of the committee.

3. Experimental Programs

There are many questions that are not answered concerning the responsibility of and planning by public schools for programs for the emotionally handicapped. There is very little available information in the research literature.

Provision in this plan is made for schools to propose experimental programs for approval by the Superintendent of Public Instruction. Such experimental programs, along with information gained from the continuous evaluation of the two programs described in the Bulletin, will help to answer such questions as:

a. What types of disturbed pupils will benefit from a special public school program?

b. What are techniques for early identification which may be used by teachers?

c. What is an adequate diagnostic study?

d. What are appropriate teaching techniques, useful teaching materials and appropriate skills in classroom management?

e. What is effective administrative planning for serving these pupils?

f. What criteria may be found for establishing:
(1) the number of groupings required and the kind of groupings?
(2) the kinds of learning problems which may be grouped together?
(3) the pupils who need other types of educational programs and special services not provided?

C. Specific Planning for All Types of Programs

1. Facilities

a. Special classes

(1) Elementary programs

(a) Building Location - The building selected should be located in the neighborhood area where the pupils generally attend.

(b) Classroom - This average size, self-contained classroom should be located away from the main work and play area of the building. The room should be easily divided into several work areas since it is frequently desirable to disperse activities to reduce peripheral stimulation.

(c) Because of the hyper-sensitivity and sometimes non-discriminating reaction to stimulation demonstrated by these children, some studies recommend that all aspects of the room be of one, non-stimulating color; windows painted opaque and walls, floors, and furniture of similar color. The blackboard may be different to gain and hold attention in certain activities.

It is recommended that a small room, adjacent or nearby, or an arrangement for screening part of the classroom be provided for the pupil who needs to be apart from the group, but still under the direction of the teacher, for short periods of time.

Screens which may provide partial separation from the group for individual pupils may be useful.

(2) Secondary programs

A classroom or large conference room may be provided.

b. Teacher consultant

A central office as well as a conference room would be desirable in each building in which the teacher consultant is regularly scheduled. It would seem advisable to have the central office in close proximity to the instructional office and/or the special education central facility.

c. Diagnostic staff

A central office should be provided and preferably located in the special service offices. While it would be desirable to have a conference room and office space available for diagnostic study in each school, reality may dictate that such diagnostic study conferences be scheduled in those buildings strategically located within the district that have available facilities

2. Equipment and materials

The teacher and the building principal should plan cooperatively the special room needs and the teacher should have ready access to needed supplementary equipment and materials.

a. Equipment

There should be a maximum of flexibility in the physical arrangement of the classroom. Some classrooms may have a minimum of equipment while others may need a great variety.

b. Instructional materials

Instructional materials for the elementary program plus special materials as requested should be available to each special program.

Special materials, in addition to the basic core of materials selected for the special program, should be made easily available to the teacher. These materials may include diagnostic and evaluative materials.

c. Professional books and journals should be made available for the professional staff.

3. Clerical assistance will be needed for the teacher, the psychologist, the psychiatrist, and the educational planning committee. The person used should be a regular school secretary who understands the confidentiality of working with this program.

4. Records and Reports

a. Records

All school records are confidential and must be protected (Act 41, P.A. 1935, Sec. 85). The records for this program are especially confidential in nature and all necessary precautions shall be taken.

Records should include:

(1) the cumulative folder on the pupil's previous school experience
(2) diagnostic reports and recommendations of the educational planning committee
(3) anecdotal material
(4) conference report of contacts with parents and special service persons
(5) samples of work
(6) pertinent materials unique to each pupil

The teacher should have a cumulative folder to be kept in a locked file, which contains all pertinent information about eac' pupil. It may be desirable for each member of the diagnostic team to maintain a confidential file on each referral which contains a summary of the referral material, the specific diagnostic rep rt, a copy of the written report prepared for the receiving teacher, the educational planning committee's recommendation, a record of interviews with school personnel, and other pertinent information, such as summaries from other agencies.

b. Reports

The personnel of the educational program for emotionally disturbed should make such local reports as are requested by the school superintendent and should have a continuous method of reporting that may keep the administrator informed of the development of the special program. Annual reports and special surveys may be requested by the Superintendent of Public Instruction.

5. Continuous Program Evaluation

A specific method for continuous evaluation should be planned to assess the effectiveness of the program to provide for modifications and/or changes to assure that the program is appropriate to the needs of the pupils which it serves.

V. GENERAL PROCEDURES - APPROVAL OF PROGRAMS

A. Organization of Programs

The board of education of a school district, or a board of education jointly with other cooperating boards of education, may sponsor this educational program.

B. Application for approval of the program

Application forms for each type of program are sent out in the spring to all school systems operating programs. They will be sent to new programs upon request.

C. Initiation of a Program

1. A proposed plan should be sent to the Superintendent of Public Instruction.

2. Application forms should be secured from the Division of Curriculum Services. These should be returned to the Department of Public Instruction by September 15. Programs may be approved until December 14 if organized after the beginning of the school year.

3. Approval for personnel should be secured from the approved training institution before employment. The training institution should send recommendations for approval to the teacher candidate, to the Division of Certification of the Department of Public Instruction, and to the employer.

D. Qualification of Personnel

In order for the program to be approved, approval of the three types of personnel is required: teachers, psychologists, psychiatrists. Persons employed under the provisions of this Act must meet the qualifications as prescribed by the Superintendent of Public Instruction. The requirements for approval and the listing of approved training institutions for teaching personnel may be obtained from the Division of Curriculum Services.

1. Teachers - Rule 5: "Instructional personnel employed under the provisions of this act must possess a valid teacher's certificate and approval status which meets the requirements for teaching the emotionally disturbed as prescribed by the State Superintendent of Public Instruction."

Persons graduating with a major in the sequence must have completed th sequence to be temporarily approved and must ha e taught successfully in an approved program to receive full approval.

2. Certification of pupils (Diagnostic personnel)

Rule 3: "Certification of emotional disturbance shall be made on the basis of an adequate diagnostic study. An adequate diagnostic study shall include both psychiatric and psychological evaluation

Certification may be made by:

a. a state child guidance clinic; or
b. a state hospital out-patient service with psychiatric and psychological diagnostic service; or
c. such other state, county, and university facilities which provide psychiatric and psychological diagnostic services as approved by the Superintendent of Public Instruction; or
d. a psychologist qualified at the level of certified psychologist or consulting psychologist with specialized training in child psychology and a qualified child psychiatrist."

a. Psychologists (3-d)

The candidate must have a doctor's degree in the area of school psychology on work with children. Training institutions approved for the sequence for psychologists recommend approval to the Certification Division of the Department of Public Instruction based on the educational requirements as prescribed by the Superintendent of Public Instruction. Copies of the recommended approval are sent to the Department of Public Instruction, the employing official and to the candidate.

b. Psychiatrists (3-d)

The candidate must be qualified in work with children as approved by the Superintendent of Public Instruction.

E. State Aid

Since the amount of state aid may vary from year to year, a special administrative guide, which describes the current state aid procedure, is available upon request from the Department of Public Instruction. A summary of the laws relating to the education of exceptional children is also available on request.

F. Claim for State Aid

1. Form E, "Counting Special Education Membership and Personnel," is sent by the Department Services Division to all programs which have made application. The count date is December 15. All programs are reviewed by a Department committee on approval of special education programs.

   When a program is approved and Form E has been processed by the Department Services Division, the school district will be paid its allotment for this program in the next state aid payment.

2. Cost Claim

   In May a form for final actual cost of the program is sent by the Department Services Division to all approved programs. If there is a plus or minus difference from the amount reported on Form E, the appropriate adjustment will be made in the state aid payment the following year.

G. Transportation

Transportation charges will be determined in the same manner as those charged for regular students.

H. Tuition

Tuition charges will be determined in the same manner as those charged for regular students.

I. Boarding Care

Boarding care may be provided by the school district approved for the program if such a plan provides a more appropriate educational program for the emotionally handicapped pupil. The boarding home must be approved as a licensed boarding home by the Department of Social Welfare. The cost is paid by the sending or receiving district if the emotionally handicapped program is an approved program. Applications for boarding care may be secured from the Division of Curriculum Services on request.

VI. GENERAL SUPERVISION

The Superintendent of Public Instruction shall have general supervision over all work done under Section 7759, Act 269, P.A. of 1955 as amended by Act 154, P.A. 1960 [C11948) 340.775a]. Any inquiries relative to the establishment of programs under this Act should be directed to the Division of Curriculum Services, Department of Public Instruction, Lansing 2, Michigan.

ACT 154
EDUCATION OF EMOTIONALLY DISTURBED CHILDREN

Section 1. Act No. 269 of the Public Acts of 1955, as amended, being sections 340.1 to 340.984 of the Compiled Laws of 1948, is hereby amended by adding a new section 775a to read as follows:

SEC. 775A. THE BOARD OF EDUCATION OF ANY SCHOOL DISTRICT OR DISTRICTS MAY ESTABLISH AND MAINTAIN EDUCATIONAL PROGRAMS AND PROVIDE SPECIALIZED SERVICES FOR RESIDENT OR NONRESIDENT PUPILS WHO, BY REASON OF BEING EMOTIONALLY DISTURBED, CANNOT PROFITABLY OR SAFELY BE EDUCATED BY THE USUAL METHODS OR MEANS OF INSTRUCTION IN THE PUBLIC SCHOOLS. NO PUPIL SHALL BE ENROLLED IN SUCH PROGRAMS EXCEPT UPON A CERTIFIED DIAGNOSIS OF EMOTIONAL DISTURBANCE BY COMPETENT AND APPROPRIATE PROFESSIONAL AUTHORITIES ACCEPTABLE TO AND ACCORDING TO STANDARDS SET UP BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

RULES AND REGULATIONS FOR THE EDUCATION OF EMOTIONALLY DISTURBED CHILDREN

(By authority of Section 775a, Act 269, Public Acts of 1955, as added by Act 154, Public Acts of 1960, [CL 1948, § 340.775a])

1. A school system shall be eligible to establish an educational program or programs for the emotionally disturbed if:

   a. visiting teacher services are available on a regular, continuous basis,

   b. psychological services are provided on a regular, continuous basis by a person qualified at a level equivalent to the Certified Psychologist or Certified Consulting Psychologist in the appropriate area of training, and/or

   c. A qualified Psychiatric Consultant Service is available to the program(s)

2. A pupil shall be considered eligible for such programs if

   a. he is emotionally disturbed and not profiting from his educational experience and/or he is disturbing to his group because of his emotional problem; or

   b. he is emotionally disturbed and it is determined by clinical evaluation that he is also brain damaged.

c. Pupils who will not usually be included are those whose problem is primarily:

(1) mental retardation
(2) severe physical handicap
(3) a temporary emotionally disturbed state due to some external crisis situation
(4) inability to adjust to any school program
(5) a condition which required residential hospital treatment or another type of service.

3. Certification of emotional disturbance shall be made on the basis of an adequate diagnostic study. An adequate diagnostic study shall include both psychiatric and psychological evaluation.

Certification may be made by:

a. a state child guidance clinic; or
b. a state hospital out-patient service with psychiatric and psychological diagnostic service; or
c. such other state, county, and university facilities which provide psychiatric and psychological diagnostic services as approved by the Superintendent of Public Instruction; or
d. a psychologist qualified at the level of certified psychologist or consulting psychologist with specialized training in child psychology and a qualified child psychiatrist.

4. Qualifications of persons providing diagnostic services under this act must be approved by the Superintendent of Public Instruction.

5. Instructional personnel employed under the provisions of this act must possess a valid teacher's certificate and approval status which meets the requirements for teaching the emotionally disturbed as prescribed by the State Board of Education.

6. Any type of program organized under this act will serve the educational goals appropriate to the pupil's learning problem.

a. Special classes shall have no more than 10 full-time pupils per teacher with an age range of not more than four years.

b. A consultant teacher program to emotionally disturbed pupils in the regular classrooms may be provided.

c. Experimental types of programs may be submitted for approval to the Superintendent of Public Instruction.

7. A local school system's screening committee, composed of appropriate school personnel designated by the superintendent of the school system, shall make recommendations for educational placement.

8. Except for experimental programs, when special classes are provided they shall be conducted in facilities approved by the Superintendent of Public Instruction.

9. Any school district establishing a program under this act shall submit a proposed budget as part of the application for annual approval of the program.

REQUIREMENTS FOR APPROVAL OF TEACHERS OF EMOTIONALLY DISTURBED

(By authority of Chapter 17, Sec. 776, Act 269,
Public Acts of 1955, CL 1948, Sec. 340.776)

I. Approval

A. Full Approval

All teachers in public school programs for emotionally disturbed children must be approved by the State Superintendent of Public Instruction before employment by the local board of education. The following are requisites for Full Approval:

1. The teacher shall be recommended for full approval by an institution of higher education maintaining a teacher training program for the education of emotionally disturbed children approved by the State Board of Education.

2. The teacher must possess personal maturity, emotional stability, leadership capacity, and potentials for effective creative growth.

3. Hold a Michigan Life, Provisional or Permanent Elementary or Secondary teacher's certificate.

4. Hold a Bachelor's degree with a major in the area of the Emotionally Disturbed.

5. Have completed thirty semester hours as designated in II, 'Areas of Competency."

6. Satisfactorily completed at least one year as a temporarily approved teacher in a State approved public school program for emotionally disturbed children.

B. Temporary Approval

Temporary Approval will be granted providing th teacher meets the following qualifications:

1. The teacher shall be recommended for temporary approval by an institution of higher education maintaining a teacher training program for the education of emotionally disturbed children approved by the State Board of Education.

2. The teacher must possess personal maturity, emotional stability, leadership capacity, and potentials for effective creative growth.

3. Hold a Michigan Life, Provisional or Permanent, Elementary or ec-
ondary teacher's certificate. A Special Certificate will suffice
in the case of an applicant who has received his training in states
other than Michigan and presents credentials to verify that he
m ets all other requirements for temporary approval

4. Hold a Bachelor's degree.

5. Completion of a major in the emotionally disturbed field; or

Completion by an experienced teacher of:

(a) A minimum of one-half the course work required for a major, including methods and/or curriculum, in the emotionally disturbed area; and

(b) Not less than an eight-week practicum in a psychiatric setting or other equivalent professional experience.

C. Extension of Temporary Approval

Temporary approval may be extended annually provided the teacher granted temporary approval completes a minimum of six additional hours of satisfactory work applying on requirements for full approval.

D. School districts now employing teachers of the emotionally disturbed who may not have the required sequence of professional training shall, if they desire reimbursement for their program, request temporary approval for their teachers. Such teachers shall complete requirements for full approval within a reasonable time, not to exceed three years. Teachers currently certificated and/or approved for the education of the emotionally disturbed or who may become certificated and/or approved prior to the effective date of this rule may retain their approval status under the provisions of this rule. Persons enrolled in training programs previous to the date these rules go into effect must complete the requirements of said program and obtain approval within two years following the effecti e date of this rule.

II. Areas of Competency for Approval of Teachers of the Emotionally Disturbed

Courses to be completed to comply with the requirements for areas of competencies described below shall be directed primarily toward the needs of children who are emotionally disturbed. Thirty hours' credit shall be completed in excess of the minimum requirements demanded for original certification or for majors and minors and education courses applying on requirements for the provisional certificate.

A. Child Growth and Learning Theory

Dynamics of human behavior, individual differences, adolescent psychology, learning theory, psychological information: individual and group-4 to 6 semester hours.

B. Environmental Information

Sociological, cultural, economic information, special services and

guidance programs in the school and community, organization of the school, characteristics of groups, social organization and structure-4 to 6 semester hours.

C. Educational and Special Methods

Education of children with special problems; theory and methods of teaching socially handicapped and emotionally disturbed children; reading methods, instructional materials, creative and other activities especially adapted to the education of children with psycho, physiological learning difficulties-6 to 10 semester hours.

D. Special Skills and Techniques in Understanding Personality Deviation

Abnormal psychology, theory of maladjustment, counseling and interview techniques, interpretation of psychological data, work in parent counseling-6 to 12 semester hours.

E. A minimum of four semester hours of credit in directed teaching with emotionally disturbed children in addition to the thirty semester hours required for a major. This requirement may be waived for those individuals qualifying for full approval under the provisions of Section I, Part B, Item 5 of these Regulations.

F. Application and Experience

Supervised observation, with the emotionally disturbed or socially handicapped and/or a practicum in a psychiatric setting, seminar in interdisciplinary approach, group dynamics, interpretation of psychiatric techniques-6 to 10 semester hours.

G. Evaluation and Research Methods - 2 to 4 semester hours.

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